

Curriculum for Wales



Llywodraeth Cymru
Welsh Government

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Programme of Study for English

Key Stages 2–4

Curriculum for Wales: Programme of Study for English, Key Stages 2–4

Audience

Teachers, headteachers and governing bodies of maintained schools in Wales; local authorities; regional consortia; initial teacher training providers; teacher unions and school representative bodies; church diocesan authorities; national bodies in Wales with an interest in education.

Overview

This document sets out the Welsh Government's requirements for English in the national curriculum for Wales. It is issued pursuant to the powers contained in section 108 of the Education Act 2002 and which are vested in the Welsh Ministers. The Welsh Ministers form part of the Welsh Government.

Action required

Teachers, headteachers and governing bodies of maintained schools must ensure that the legal requirements set out in this document are implemented in line with the dates specified in the foreword.

Further information

Enquiries about this document should be directed to:

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Additional copies

This document can be accessed from the Welsh Government's Learning Wales website at www.gov.wales/learning

Related documents

Curriculum for Wales: Programme of Study for Welsh, Key Stages 2–4 (2015); *Programme of Study for Mathematics, Key Stages 2–4* (2015).

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Foreword

This document sets out the national curriculum for **English** in Wales.

The structure of the national curriculum

The national curriculum applies to learners of compulsory school age in maintained schools. It is organised on the basis of three key stages, which are broadly as follows*.

| | Learners’ ages | Year groups |
|-------------|----------------|-------------|
| Key Stage 2 | 7–11 | 3–6 |
| Key Stage 3 | 11–14 | 7–9 |
| Key Stage 4 | 14–16 | 10–11 |

In Wales, the following subjects are included in the national curriculum at the key stages shown.

| | |
|-------------|---|
| Key Stage 2 | English, Welsh, Welsh second language, mathematics, science, design and technology, information and communication technology, history, geography, art and design, music and physical education. |
| Key Stage 3 | As at Key Stage 2, plus a modern foreign language. |
| Key Stage 4 | English, Welsh, Welsh second language, mathematics, science and physical education. |

For each subject, in each of the key stages listed above, programmes of study set out what learners should be taught.

At the end of Key Stages 2 and 3, standards of learners’ performance are set out in eight level descriptions of increasing difficulty, with an additional description above Level 8 to help teachers in differentiating Exceptional Performance.

At Key Stage 4, external qualifications are the main means of assessing attainment in the national curriculum. The Database for Approved Qualifications for Wales (DAQW) includes all qualifications that Welsh Government has approved, under section 96 of the Learning and Skills Act 2000, for use with learners of compulsory school age.

Implementation dates

The revised programmes of study for **English** become legal requirements by means of an Order made by the Welsh Government and come into effect on 1 September 2015.

From this date the existing national curriculum for **English** is superseded.

Welsh Government
August 2015

* The key stages are defined precisely in section 103 of the Education Act 2002.



Range of experiences

Learners should be given opportunities to:

- orally rehearse for writing
- respond orally to continuous and non-continuous texts
- see and hear different people talk, including successful speakers and people with different dialects, and respond to what is being seen and heard
- increase their confidence in language use by drawing on their knowledge of English (including standard English), Welsh and other languages
- respond orally to a variety of stimuli and ideas, including written and dynamic texts, *e.g. paintings, music, film, still and moving images*
- communicate for a range of purposes, *e.g. recount and present information, instruct, argue and explain a point of view, discuss an issue, persuade, question and explore interpretations, convey feelings*
- speak and listen individually, in pairs, in groups and as members of a class
- use a variety of methods to present ideas, including ICT, dramatic approaches, discussion and debate
- present, talk and perform in formal and informal contexts and for a variety of audiences including teachers, peers, younger/older learners, familiar and unfamiliar adults
- engage in activities that focus on words, their derivation, meanings, choice and impact
- listen and view attentively, responding to a wide range of communication, *e.g. written and dynamic texts, theatre and poetry performance, visiting speakers, explanations, instructions*
- speak clearly, using intonation and emphasis appropriately, *e.g. recitation, oral storytelling*
- use appropriate vocabulary suitable for the situation or purpose
- use appropriate vocabulary and terminology to discuss, consider and evaluate their own work and that of others, *e.g. authors, peers.*

Learners should experience a language-rich environment across the key stage where oracy, reading and writing experiences are connected.

The programmes of study for English and Welsh have been developed side by side. Learners can use translingual and dual literacy skills to develop both languages so that a strength in one language reinforces the other.

Key

Within the table, text taken from the LNF will appear as normal text. Text that is a specific English Programme of Study skill will appear as bold. These skills are further identified by the following icon.

Programme of study skill ❖ When combined with the LNF statements, these skills form the Key Stage 2 English Programme of Study.

N.B.

In order to comply with accessibility and legibility, these tables have been designed to be printed at their optimum size of A3.

Key Stage 2 English Programme of Study

Strand: Oracy



| Elements | Aspects | ↔ | Year 3 | ↔ | Year 4 | ↔ | Year 5 | ↔ | Year 6 | ↔ |
|---|----------|---|--|---|---|---|---|---|---|---|
| | | | Learners are able to: | | Learners are able to: | | Learners are able to: | | Learners are able to: | |
| Developing and presenting information and ideas | Speaking | | explain information and ideas using relevant vocabulary | | explain information and ideas using supportive resources, e.g. on-screen and web-based materials | | explain information and ideas, exploring and using ways to be convincing, e.g. use of vocabulary, gesture, visual aids | | express issues and ideas clearly, using specialist vocabulary and examples | |
| | | | organise what they say so that listeners can understand, e.g. emphasising key points, sequencing an explanation | | organise talk so that different audiences can follow what is being said, e.g. giving background information, providing a brief summary of main points | | speaking clearly, using formal language and projecting voice effectively to a large audience, e.g. event for parents/carers, presentation to visitors | | | |
| | | | speaking clearly varying expression to help listeners | | adapt talk, showing understanding of the differences between informal talk with friends and more extended talk with a wider group | | | | speaking clearly, using formal language, varying expression, tone and volume, to keep listeners interested | |
| | | | use language appropriate to more formal situations, e.g. during an assembly, talking to a visitor | | | | | | | |
| | | | begin to develop their understanding of when it is appropriate to use standard English and begin to use formal and informal language ❖ | | develop their understanding of when it is appropriate to use standard English and use formal and informal language ❖ | | understand when it is appropriate to use standard English and use formal and informal language ❖ | | extend their understanding of the use of standard English and their ability to recognise and use formal and informal language appropriately ❖ | |
| | | | develop their ability to use a range of syntax structures in terms of vocabulary and terminology in their talk ❖ | | use a range of syntax structures, vocabulary and terminology in their talk ❖ | | develop their ability to use a wide range of syntax structures, vocabulary and terminology in their talk ❖ | | use a wide range of syntax structures, vocabulary and terminology in their talk with precision ❖ | |
| | | | keep in role and support others in role play | | explore different situations through role play | | explore issues and themes through role play | | explore challenging or contentious issues through sustained role play | |

Key Stage 2 English Programme of Study



Strand: Oracy

| Elements | Aspects | Year 3 | Year 4 | Year 5 | Year 6 |
|---|------------------------------|--|--|---|---|
| | | Learners are able to: | Learners are able to: | Learners are able to: | Learners are able to: |
| Developing and presenting information and ideas | Listening | listen carefully and make connections between what they are learning and what they already know | listen carefully to presentations and show understanding of main points | listen carefully to presentations using techniques to remember the main points, <i>e.g. making notes, summarising</i> | listen carefully to presentations and show understanding of the speakers' conclusions or opinions |
| | | check understanding by asking relevant questions or making relevant comments | after listening, respond, giving views on what the speaker has said | listen to others, asking questions and responding to both the content and the speakers' viewpoints | respond to others with questions and comments which focus on reasons, implications and next steps |
| | Collaboration and discussion | contribute to group discussion, sharing ideas and information | contribute to group discussion and help everyone take part | contribute to group discussion, taking some responsibility for completing the task well, <i>e.g. introducing relevant ideas, summing up</i> | contribute purposefully to group discussion to achieve agreed outcomes |
| | | express basic opinions about topics and written texts, <i>e.g. discuss topics that are within their scope of experience, discuss a character in a story</i> ❖ | express opinions about topics and written texts, <i>e.g. topics that affect their school, what they think about the ending of a story</i> ❖ | express opinions about topics and written texts and include some supporting reasons ❖ | express opinions clearly about topics and written texts and include supporting reasons ❖ |
| | | use talk purposefully to complete a task in a group. | help a group to reach agreement, <i>e.g. considering reasons or consequences, keeping focus on the topic.</i> | build on and develop the ideas of others in group discussions, <i>e.g. by asking questions to explore further, offering more ideas.</i> | follow up points in group discussions, showing agreement or disagreement giving reasons. |



Strand: Reading

Range of experiences

Learners should be given opportunities to:

- read a wide range of continuous and non-continuous texts, in printed and dynamic format, as a basis for oral and written responses. These should include:
 - extracts and complete texts
 - information and reference texts
 - traditional and contemporary poetry and prose
 - classic children’s fiction and poetry
 - graphic novels and picture books
 - drama, including drama in performance
 - texts written by Welsh authors, texts with a Welsh dimension and texts from other cultures
 - texts that have challenging subject matter, which broadens perspectives and extends thinking
 - texts with a variety of structures, forms, purposes, intended audiences and presentational devices
 - texts that demonstrate quality and variety in language use
 - texts that reflect individual choice of reading matter
 - texts with a variety of social, historical and cultural contexts
 - texts that extend learners’ intellectual, moral and emotional understanding
 - texts with a variety of tone, *e.g. humour, parody, word play*
 - texts that demonstrate the impact of technology on language use
 - texts that present challenge
 - read individually and collaboratively, *e.g. paired reading, guided group reading, shared reading*
 - read for different purposes, *e.g. for personal pleasure; to retrieve, summarise and synthesise key information; to interpret and integrate information; to verify information; to deepen understanding through re-reading; to identify language devices used by the writer in order to analyse purpose; to identify alternative readings of a text*
 - develop appropriate vocabulary and terminology to discuss, consider and evaluate their own work and that of others, *e.g. authors, poets, peers*, in written and dynamic texts.
- Learners should experience a language-rich environment where oracy, reading and writing experiences are connected to ensure that they become enthusiastic, independent and reflective readers.**

The programmes of study for English and Welsh have been developed side by side. Learners can use translingual and dual literacy skills to develop both languages so that a strength in one language reinforces the other.

Key

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Programme of study skill ❖ When combined with the LNF statements, these skills form the Key Stage 2 English Programme of Study.

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Key Stage 2 English Programme of Study



Strand: Reading

| Elements | Aspects | ↔ | Year 3 | ↔ | Year 4 | ↔ | Year 5 | ↔ | Year 6 | ↔ |
|---|--------------------|---|---|---|---|---|---|---|---|---|
| | | | Learners are able to: | | Learners are able to: | | Learners are able to: | | Learners are able to: | |
| Locating, selecting and using information | Reading strategies | | use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of context | | use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of context | | use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of context | | use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of context | |
| | | | read short information texts independently with concentration | | read texts, including those with few visual clues, independently with concentration | | read extended texts independently for sustained periods | | read complex texts independently for sustained periods | |
| | | | with support, begin to recognise and understand the basic features of continuous and non-continuous texts in terms of language, structure and presentation, e.g. <i>story structure, the layout of a letter</i> ❖ | | with support, recognise and understand the features of continuous and non-continuous texts in terms of language, structure and presentation, e.g. <i>traditional tales, a newspaper article</i> ❖ | | recognise and understand the characteristics of an increasing range of texts (continuous and non-continuous) in terms of language, structure and presentation, e.g. <i>the language of an autobiography, the language of a speech</i> ❖ | | confidently recognise and understand the characteristics of a range of different texts (continuous and non-continuous) in terms of language, theme, structure and presentation ❖ | |
| | | | read aloud using punctuation to aid expression | | use understanding of sentence structure and punctuation to make meaning | | identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences | | understand how punctuation can vary and so affect sentence structure and meaning, e.g. <i>I had chocolate(,) cake and cheese for tea</i> | |
| | | | skim to gain an overview of a text, e.g. <i>topic, purpose</i> | | skim to gain the gist of a text or the main idea in a chapter | | use a range of strategies for skimming, e.g. <i>finding key words, phrases, gist, main ideas, themes</i> | | use a range of strategies for finding information, e.g. <i>skimming for gist, scanning for detail</i> | |
| | | | look for specific information in texts using contents, indexes, glossaries, dictionaries | | scan for specific information using a variety of features in texts, e.g. <i>titles, illustrations, key words</i> | | scan to find specific details using graphic and textual organisers, e.g. <i>sub-headings, diagrams</i> | | read closely, annotating for specific purposes | |
| | | | identify different purposes of texts, e.g. <i>to inform, instruct, explain</i> | | identify how texts differ in purpose, structure, layout | | identify features of texts, e.g. <i>introduction to topic, sequence, illustrations, degree of formality</i> | | | |

Key Stage 2 English Programme of Study



Strand: Reading

| Elements | Aspects | Year 3 | Year 4 | Year 5 | Year 6 |
|---|--------------------|---|---|---|--|
| | | Learners are able to: | Learners are able to: | Learners are able to: | Learners are able to: |
| Locating, selecting and using information | Reading strategies | identify how texts are organised, e.g. lists, numbered points, diagrams with arrows, tables and bullet points | find information and ideas from web pages, using different search methods, considering which are the most efficient methods | use information from trusted sources, on-screen and on paper, selecting and downloading as necessary | use internet searches carefully, deciding which sources to read and believe |
| | | use visual clues, e.g. illustration, photographs, diagrams and charts, to enhance understanding | | | |
| | | locate information on web pages using screen features, e.g. toolbars, side bars, headings, arrows | | | |
| Responding to what has been read | Comprehension | accurately identify the topic and main ideas of a text, e.g. by highlighting, using key words of the text | accurately identify the main points and supporting information in texts | show understanding of main ideas and significant details in texts, e.g. mindmapping showing hierarchy of ideas, flowchart identifying a process | show understanding of main ideas and significant details in different texts on the same topic |
| | | deduce ideas and information by linking explicit statements, e.g. cause and effect | deduce connections between information, e.g. sequence, importance | infer meaning which is not explicitly stated, e.g. what happens next?, why did he/she do that? | infer ideas which are not explicitly stated, e.g. writers' viewpoints or attitudes |
| | | take an interest in information beyond their personal experience | explore information and ideas beyond their personal experience | identify and explore ideas and information that interest them | identify ideas and information that interest them to develop further understanding |
| | | begin to make links between continuous and/or non-continuous texts ❖ | identify similarities and differences between continuous and/or non-continuous texts ❖ | independently identify similarities and differences between continuous and/or non-continuous texts ❖ | identify and begin to comment on similarities and differences between continuous and/or non-continuous texts in terms of language, techniques, structure, character and form ❖ |

Key Stage 2 English Programme of Study



Strand: Reading

| Elements | Aspects | ↔ | Year 3 | ↔ | Year 4 | ↔ | Year 5 | ↔ | Year 6 | ↔ |
|----------------------------------|-----------------------|---|--|---|--|---|--|---|--|---|
| | | | Learners are able to: | | Learners are able to: | | Learners are able to: | | Learners are able to: | |
| Responding to what has been read | Response and analysis | | use information from texts in their discussion or writing | | select and use information and ideas from texts | | gather and organise information and ideas from different sources | | collate and make connections, e.g. <i>prioritising, categorising</i> , between information and ideas from different sources | |
| | | | | | | | | | distinguish between facts, theories and opinions | |
| | | | | | | | identify what the writer thinks about the topic, e.g. <i>admires a historical figure, only interested in facts</i> | | compare the viewpoint of different writers on the same topic, e.g. <i>rats are fascinating or a menace</i> | |
| | | | develop their ability to read continuous and non-continuous texts with fluency, accuracy, and enjoyment; respond to them orally and in writing ❖ | | develop their ability to read a range of continuous and non-continuous texts with fluency, accuracy and enjoyment; respond to them orally and in writing ❖ | | read an increasing range of continuous and non-continuous texts with fluency, accuracy, understanding and enjoyment; respond to them orally and in writing ❖ | | confidently read a range of continuous and non-continuous texts with fluency, accuracy, understanding and enjoyment; respond to them orally and in writing ❖ | |
| | | | with prompting, consider what they read/view, responding orally and in writing to the ideas, language and presentation ❖ | | consider what they read/view, responding orally and in writing to the ideas, language, tone and presentation/organisation ❖ | | consider what they read/view, responding orally and in writing to the ideas, language, tone and presentation/organisation; begin to select evidence to support their views ❖ | | consider what they read/view, responding orally and in writing to the ideas, language, tone, style and presentation/organisation; select evidence to support their views ❖ | |
| | | | understand that texts change when they are adapted for different media and audiences, e.g. <i>a written text and a film/cartoon version</i> ❖ | | identify how texts change when they are adapted for different media and audiences ❖ | | begin to comment on how texts change when they are adapted for different media and audiences ❖ | | comment on how texts change when they are adapted for different media and audiences ❖ | |
| | | | make links between what they read and what they already know and believe about the topic. | | understand how something can be represented in different ways, e.g. <i>moving image, multi-modal and print</i> . | | consider if the content is reliable, e.g. <i>are photographs more reliable than drawings?</i> | | consider whether a text is effective in conveying information and ideas. | |



Strand: Writing

Range of experiences

Learners should be given opportunities to:

- write for a variety of purposes, including to:
 - recount
 - instruct
 - inform
 - explain
 - argue/persuade
 - discuss/analyse
 - evaluate
 - narrate
 - describe
 - empathise
- write in a range of continuous and non-continuous texts in a variety of forms, *e.g. letters, diaries, articles, stories, reports, speeches, short plays and scripts, leaflets, advertisements, posters, web pages, questionnaires, reviews, soliloquies*
- write for a range of authentic audiences, real or imagined, *e.g. peers, younger learners, teachers, family members, historical and fictional characters*
- produce poetic writing, using imagery and poetic devices, *e.g. rhyme and form*
- use a wide range of written and dynamic stimuli, *e.g. stories, picture books, images, poems, experiences, film, paintings, music*
- use appropriate vocabulary and terminology to discuss, consider and evaluate their own work and that of others, *e.g. authors, peers.*

Learners should experience a language-rich environment where oracy, reading and writing experiences are connected.

The programmes of study for English and Welsh have been developed side by side. Learners can use translingual and dual literacy skills to develop both languages so that a strength in one language reinforces the other.

Key

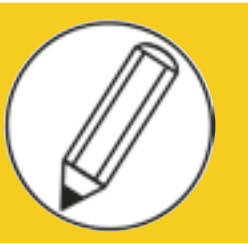
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Key Stage 2 English Programme of Study



Strand: Writing

| Elements | Aspects | ↔ | Year 3 | ↔ | Year 4 | ↔ | Year 5 | ↔ | Year 6 | ↔ |
|----------------------------------|----------------------------|---|--|---|---|---|--|---|---|---|
| | | | Learners are able to: | | Learners are able to: | | Learners are able to: | | Learners are able to: | |
| Organising ideas and information | Meaning, purposes, readers | | write for different purposes and readers choosing words for variety and interest | | adapt what they write to the purpose and reader, choosing words appropriately, e.g. <i>descriptive, persuasive language</i> | | write with a clear purpose, showing consideration for the reader, e.g. <i>by choosing appropriate vocabulary and presentational devices</i> | | adapt writing style to suit the reader and purpose, e.g. <i>formal style for unknown reader, simple style for younger readers</i> | |
| | | | use the characteristic features of simple continuous and non-continuous texts in their writing, using imagination where appropriate ❖ | | use the characteristic features of an increasing range of continuous and non-continuous texts in their writing, using imagination where appropriate ❖ | | use the characteristic features of a range of continuous and non-continuous texts in their writing, beginning to adapt their style to engage the reader, using imagination where appropriate ❖ | | use the characteristic features of a range of continuous and non-continuous texts creatively in their writing, adapting their style to engage the reader, using imagination where appropriate ❖ | |
| | | | include relevant details, information or observations in their writing | | explain main idea(s) with supporting details, including observations and explanations where relevant | | expand upon main idea(s) with supporting reasons, information and examples | | write a comprehensive account of a topic or theme | |
| | | | note down ideas to use in writing | | gather ideas to plan writing | | use techniques in planning writing, e.g. <i>mindmapping, sequencing, placemat activities</i> | | use a range of strategies to plan writing, e.g. <i>notes, diagrams, flowcharts</i> | |
| | | | use on-screen functions, e.g. <i>font, colour, cut, paste, size</i> , to present their work in ways to interest the reader and enhance meaning | | explore and use appropriately the different forms of writing on-screen to interact with others, e.g. <i>websites, e-mails, blogs</i> | | explore the layout of web pages to create material using available tools | | explore different ways to present work and use them appropriately, e.g. <i>moving image, slides, voice-over</i> | |
| | | | proofread and give an opinion about their own written work and that of others; identify ways to improve and begin to edit ❖ | | proofread their own work and that of others, assessing and identifying ways to improve before editing ❖ | | proofread their own work and that of others, assessing it and making appropriate recommendations for improvement; edit/redraft work to show progression ❖ | | proofread their own work and that of others, assess and evaluate it and make clear recommendations for improvement; edit/redraft work to show progression ❖ | |
| | | | review and improve sections of their work | | improve writing, checking for clarity and organisation | | revise and improve writing, explaining why they have made changes | | reflect on, edit and redraft to improve their writing | |

Key Stage 2 English Programme of Study








Strand: Writing

| Elements | Aspects | ↔ | Year 3 | ↔ | Year 4 | ↔ | Year 5 | ↔ | Year 6 | ↔ |
|----------------------------------|----------------------------|---|--|---|--|---|--|---|---|---|
| | | | Learners are able to: | | Learners are able to: | | Learners are able to: | | Learners are able to: | |
| Organising ideas and information | Structure and organisation | | use a basic structure for writing | | use specific structures in writing, <i>e.g. tables, questionnaires</i> | | use features which show the structure of the writing, <i>e.g. sub-headings, captions</i> | | adapt structures in writing for different contexts, <i>e.g. reporting an event, investigation or experiment</i> | |
| | | | write using an introduction to the topic and a conclusion | | write an introduction, develop a series of ideas and a conclusion | | write an introduction that establishes context, a series of appropriately ordered points and a suitable conclusion | | write an effective introduction that establishes context and purpose, a suitable balance between facts and viewpoints, a precise conclusion | |
| | | | present processes, event or reports in a clear sequence | | organise writing into logical sequences or sections by beginning to use paragraphs | | use paragraphs, which have a main idea and related details | | use paragraphs making links between them | |
| | | | use visual information if relevant, <i>e.g. labelled diagrams</i> | | use visual information, <i>e.g. illustrations, diagrams and graphs</i> , which is clear and relevant to the written text | | use images, graphs and illustrations which are clear, relevant and appropriate | | use features and layout which are constructed to present data and ideas clearly | |
| Writing accurately | Language | | use language appropriate to writing, including standard forms of English | | use language appropriate to writing, including standard forms of English | | use language appropriate to writing, including standard forms of English | | use language appropriate to writing, including standard forms of English | |
| | | | use vocabulary related to the topic or subject context | | use subject-specific vocabulary independently | | use appropriate vocabulary, including subject-specific words and phrases | | use varied and appropriate vocabulary, including subject-specific words and phrases | |
| | | | use an increasingly imaginative vocabulary ❖ | | choose and use words from an increasing range of imaginative vocabulary ❖ | | choose and use a wide range of adventurous and imaginative vocabulary with increasing precision ❖ | | choose and use a wide range of adventurous and imaginative vocabulary with precision ❖ | |



Strand: Writing

| | |  Year 3  | Year 4  | Year 5  | Year 6  |
|--------------------|---|--|--|--|---|
| Elements | Aspects | Learners are able to: | Learners are able to: | Learners are able to: | Learners are able to: |
| Writing accurately | Grammar Punctuation Spelling Handwriting | use nouns, pronouns, adjectives, adverbs, prepositions, connectives and verb tenses in their writing ❖ | begin to craft their writing using the standard forms of English, <i>e.g. nouns, pronouns, adjectives, adverbs, prepositions, connectives and verb tense</i> ❖ | craft their writing by using the standard forms of English, <i>e.g. nouns, pronouns, adjectives, adverbs, prepositions, connectives and verb tenses</i> ❖ | craft their writing by using the standard forms of English, <i>e.g. nouns, pronouns, adjectives, adverbs, prepositions, connectives and verb tenses</i> ❖ |
| | | start sentences in a variety of ways | vary the order of words, phrases and clauses in sentences | use different sentence structures, including complex sentences showing relationships of time, or cause, <i>e.g. before you start ... , if you do this then ...</i> | use varied sentence structures for emphasis and effect |
| | | use adjectives and adverbs to expand simple sentences and phrases | use adjectival and adverbial phrases to add interest and precision | use conditionals to show hypotheses or possibilities, <i>e.g. if, might, could</i> | |
| | | use connectives for causation and consequence, <i>e.g. because, after</i> | use connectives to show links within sentences | | |
| | | use full stops, question marks, exclamation marks and commas for lists | use punctuation to demarcate sentences and begin to use speech marks, commas to mark clauses and phrases, and apostrophes for omission, <i>e.g. it's (it is)</i> | use the full range of punctuation to guide the reader in complex sentences, <i>e.g. commas, bullet points, speech marks and apostrophes for possession</i> | use the full range of punctuation accurately to clarify meaning |
| | | spell plural forms, <i>e.g. -s, -es, -ies</i> | use strategies including knowledge of word families, roots, morphology, derivations and graphic knowledge to spell words, <i>e.g. words with more complex patterns</i> | use a variety of strategies to spell words with complex regular patterns, <i>e.g. exercise, competition</i> | use strategies to spell correctly polysyllabic, complex and irregular words |
| | | use past tense of verbs consistently, <i>e.g. consonant doubling before -ed</i> | | | |
| | | use strategies including knowledge of word families, roots, morphology and graphic knowledge to spell words, <i>e.g. most common polysyllabic words</i> | | | |
| | | spell all high-frequency words correctly | | | |
| | | produce legible handwriting and present work appropriately joining letters in some words. | produce handwriting which is clear and legible and may be cursive. | produce legible, cursive handwriting with increasing fluency. | produce fluent and legible handwriting. |

Key Stage 2 English

National curriculum outcomes

The national curriculum outcomes describe the types and range of performance that learners working at a particular outcome should characteristically demonstrate. In deciding on a learner’s outcome of attainment at the end of a key stage, teachers should judge which description best fits the learner’s performance. Each description should be considered in conjunction with the descriptions for adjacent outcomes.

Oracy

- Outcome 1** Learners understand and use objects of reference, symbols, signs or single words for familiar objects, events and feelings. They respond to simple requests which contain one or two key symbols, signs or words in familiar contexts.
- Outcome 2** Learners combine two or three key symbols, signs or words to communicate meaning to a range of familiar people. They respond to simple questions (‘what?’, ‘where?’) and follow instructions containing two or three key symbols, signs, words.
- Outcome 3** Learners use up to four key symbols, signs, words to organise their thinking and communicate information or stories to others – including some who are less familiar. They ask and answer questions (‘who?’, ‘why?’) and follow instructions which contain three or four key symbols, signs or words. They take part in one-to-one and small group discussions, and role play and listen to stories for increasing periods of time.

Reading

- Outcome 1** Learners listen and respond to familiar stories and rhymes. They show some understanding of how books work (e.g. turning pages). They match objects to pictures and symbols.
- Outcome 2** Learners recognise symbols or words linked to their personal interests and begin to distinguish between these and pictures. They match letters and short words.
- Outcome 3** Learners follow a left-right sequence, join in rhymes and fill in gaps in familiar or repetitive narrative text. They recognise some letters of the alphabet (by shape, name or sound) and a growing number of everyday words and symbols. They understand the conventions of reading and know that print carries meaning. They begin to discriminate between distinctive sounds and may link these to letter patterns.

Writing

- Outcome 1** Learners begin to understand that marks and symbols convey meaning. They make marks or symbols in their preferred mode of communication.
- Outcome 2** Learners produce some meaningful print or symbols linked to their own interests. They trace, overwrite, then copy lines and shapes and begin to produce recognisable letters or symbols often linked to their own name.
- Outcome 3** Learners group letters and leave spaces between them, as though writing words. They begin to use pictures, symbols and familiar words in sequence to communicate meaning and show a growing awareness of the different purposes of writing. They write a few familiar words, usually using upper- and lower-case letters appropriately.

National curriculum level descriptions

The following level descriptions describe the types and range of performance that learners working at a particular level should characteristically demonstrate. In deciding on a learner’s level of attainment at the end of a key stage, teachers should judge which description best fits the learner’s performance. Each description should be considered in conjunction with the descriptions for adjacent levels.

By the end of Key Stage 2, the performance of the great majority of learners is likely to be within the range of Levels 3 to 6, and by the end of Key Stage 3 within the range 4 to 7. Level 8 is available for very able learners and, to help teachers differentiate Exceptional Performance at Key Stage 3, a description above Level 8 is provided.



| | |
|-------------------------|---|
| Level 1 | Learners talk about matters of immediate interest. They listen to others and usually respond appropriately. They convey simple meanings to a range of listeners, speaking audibly, and begin to extend their ideas or accounts by providing some detail. |
| Level 2 | Learners begin to show confidence in talking and listening, particularly where the topics interest them. On occasions, they show awareness of the needs of the listener by including relevant detail. In developing and explaining their ideas they speak clearly and use a growing vocabulary. They usually listen carefully and respond with increasing appropriateness to what others say. They are beginning to be aware that in some situations a more formal vocabulary and tone of voice are used. |
| Level 3 | Learners talk and listen confidently in different contexts, exploring and communicating ideas. In discussion, they show understanding of the main points. Through relevant comments and questions, they show they have listened carefully. They begin to adapt what they say to the needs of the listener, varying the use of vocabulary and the level of detail. They express an opinion simply. They are beginning to be aware of standard forms and when they are used. |
| Level 4 | Learners talk and listen with confidence in an increasing range of contexts. Their talk is adapted to the purpose: developing and organising ideas thoughtfully, describing events and conveying their opinions clearly, including reasons occasionally. In discussion, they listen carefully, making contributions and asking questions that are responsive to others’ ideas, needs and views. They can suggest changes in vocabulary and style which would improve talk. They use appropriately some of the features of standard English vocabulary and grammar. |
| Level 5 | Learners talk and listen confidently in a wide range of contexts, including some that are of a formal nature. Their talk engages the interest of the listener as they begin to vary their expression and vocabulary. In discussion, they pay close attention to what others say, ask questions to develop ideas and make contributions that take account of others’ views. They develop their talk purposefully and when expressing opinions they provide reasons to support their views. They are able to evaluate talk and understand how changes in vocabulary and style can improve its quality. They begin to use standard English in formal situations. |
| Level 6 | Learners adapt their talk to the demands of different contexts with growing confidence. By varying their vocabulary, expression and tone, they engage the interest of the listener. They take an active part in discussion, using evidence to support their views. They show understanding of ideas and consider how and when to respond to others. They express opinions and can use evidence to support their views. They are able to evaluate their own and others’ performance as speakers and can suggest ways to improve. They are usually fluent in their use of standard English in formal situations. |
| Level 7 | Learners are confident in the demands of matching their talk to different contexts. They use vocabulary precisely and organise their talk to communicate clearly. They express opinions and select evidence to support their views. In discussion, they make significant, sensitive and thoughtful contributions, evaluating others’ ideas and varying how and when they participate. They are able to evaluate the quality of participation and performance and make salient points about ways to improve. They show confident use of standard English in situations that require it. |
| Level 8 | Learners maintain and develop their talk coherently and purposefully in a range of contexts. They structure what they say clearly, using apt vocabulary and appropriate intonation and emphasis. They consider information from various sources and use evidence in a balanced way to justify opinion. They make a range of contributions and are able to take a leading role, showing that they have listened perceptively and are sensitive to the development of discussion. They are able to evaluate, adapt and improve talk through insightful comment and response to their own and others’ participation and performance. They show confident use of standard English in a range of situations, adapting their talk as necessary. |
| Exceptional Performance | Learners select and use structures, styles and registers appropriately in a range of contexts, varying their vocabulary and expression confidently for a range of purposes. They initiate and sustain discussion through the sensitive use of a variety of contributions. They take a leading role in discussion and listen with concentration and understanding to varied and complex speech. They are able to recognise and evaluate features of talk and make sensitive and discerning suggestions about how to improve. They show assured and fluent use of standard English in a range of situations and for a variety of purposes. |



Attainment target 2: Reading

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|-------------------------|--|
| Level 1 | Learners recognise familiar words in simple texts. They use their knowledge of letters and sound–symbol relationships in order to read words and to establish meaning when reading aloud. In these activities they sometimes require support. They express their response to poems, stories and non-literary texts by identifying aspects they like. |
| Level 2 | Learners’ reading of simple texts shows understanding and is generally accurate. They express opinions about major events or ideas in stories, poems and non-literary texts. They use more than one strategy, such as phonic, graphic, syntactic and contextual, in reading unfamiliar words and establishing meaning. |
| Level 3 | Learners read a range of texts fluently and accurately. They can use appropriate strategies in order to read independently and establish meaning. In responding to literary and non-literary texts they show understanding of the main points and express preferences. They use their knowledge of the alphabet to locate books and find information. |
| Level 4 | In responding to a range of texts, learners show understanding of significant ideas, themes, events and characters, and are beginning to use inference and deduction. They refer to the text when explaining their views. They locate and use ideas and information on a specific topic from more than one source, and use them effectively. |
| Level 5 | Learners show understanding of a wide range of texts, selecting essential points and using inference and deduction where appropriate. In their responses, they identify key features, themes and characters, and select relevant words, phrases, sentences, images and other information to support their views. They retrieve and collate information from a range of sources. |
| Level 6 | In reading and discussing a wide range of texts, learners select relevant words, phrases and information in order to comment on their significance and effect. They are able to identify different layers of meaning in text. They give personal responses to both literary and non-literary texts, referring to aspects of language, structure, themes, images and ideas in justifying their views. They summarise a range of information from different sources. |
| Level 7 | Learners show understanding of the ways in which meaning and information are conveyed in a range of texts. They articulate personal and critical responses to literary and non-literary texts, showing awareness of their thematic, structural, linguistic and visual features. They select and synthesise a range of information from a variety of sources. |
| Level 8 | Learners’ response is shown in their appreciation of and comment on a range of texts. They analyse and evaluate how particular effects are achieved through the use of linguistic, structural and presentational devices. They select, analyse and synthesise information and ideas, commenting on the ways in which they are presented in different texts. |
| Exceptional Performance | Learners confidently sustain their responses to a demanding range of texts, developing their ideas and referring in detail to aspects of language, structure and presentation. They make apt and careful comparison between texts, including consideration of audience, purpose and form. They identify and analyse argument, opinion and alternative interpretations, making cross-references where appropriate. |



Attainment target 3: Writing

| | |
|--------------------------------|---|
| Level 1 | Learners' writing communicates meaning through simple words and phrases. In their reading or their writing, they begin to show awareness of how full stops are used. Letters are usually clearly shaped and correctly orientated. |
| Level 2 | Learners' writing communicates meaning in both creative and factual forms, using appropriate and interesting vocabulary, and showing some awareness of form and the reader. Ideas are developed in a sequence of sentences, sometimes demarcated by capital letters and full stops. Simple, monosyllabic words are usually spelled correctly, and where there are inaccuracies the alternative is phonetically plausible. In handwriting, letters are accurately formed and consistent in size. |
| Level 3 | Learners' writing is often organised, imaginative and clear. The main features of different forms of writing are used appropriately, beginning to be adapted to different readers. Sequences of sentences are used to develop ideas and words are sometimes chosen for variety and interest. The basic grammatical structure of sentences is usually correct. Spelling is usually accurate, including that of common, polysyllabic words. Punctuation to mark sentences – full stops, capital letters and question marks – is used accurately. Handwriting is legible and work is appropriately presented. |
| Level 4 | Learners' writing in a range of forms is lively. Ideas are often sustained and developed in interesting ways and organised appropriately for the purpose and reader. Opinions are stated and supported with some reasons given. Vocabulary choices are often adventurous and words are sometimes used for effect. They are beginning to extend meaning and use different sentence structures. They organise their writing into paragraphs. Spelling conforms to regular patterns and is generally accurate. Full stops, capital letters and question marks are used accurately and they are beginning to use punctuation within the sentence, including inverted commas for speech. Handwriting is clear and legible and, where appropriate, presentation is adapted according to the task. |
| Level 5 | Learners' writing is varied and interesting, conveying meaning clearly in a range of forms for different readers, using a more formal style where appropriate. They express opinions, supported by reasons. Vocabulary choices are imaginative and words are often used precisely. Simple and complex sentences are organised into paragraphs. Words with complex regular patterns are usually spelled correctly. A range of punctuation is generally used accurately. Work is legible and well presented. |
| Level 6 | Learners' writing often engages and sustains the reader's interest. They show some adaptation of style and register to different forms, including using an impersonal style where appropriate. They present information for various purposes and express opinions, developing some points in support of a point of view. They use a range of sentence structures and varied vocabulary to create effects. Spelling is generally accurate, including that of irregular words. A range of punctuation is usually used correctly to clarify meaning. Ideas are organised into effective paragraphs. Work is legible and well presented. |
| Level 7 | Learners' writing is confident and shows appropriate choices of style in a range of forms. Writing is coherent, sustained and developed. In literary writing, characters and settings are developed and, in non-literary writing, ideas are organised and coherent. They sustain arguments and offer convincing evidence in support of their views. A range of sentence structures and vocabulary are accurately and effectively used. Spelling is correct, including that of complex irregular words. Paragraphing and correct punctuation are used for clarity and effect. Work is legible and well presented. |
| Level 8 | Learners' writing shows the selection of specific features or expressions to convey particular effects and to interest the reader. Flair and originality is evident within their written work. Literary writing shows control of characters, events and settings and shows variety in structure. Non-literary writing is coherent and gives clear points of view. They structure their arguments, offering evidence consistently. The use of vocabulary and grammar enables fine distinctions to be made or emphasis achieved. Writing shows a clear grasp of the effective use of punctuation and paragraphing. Work is legible and well presented. |
| Exceptional Performance | Learners' writing has shape and impact and shows control of a range of styles, maintaining the interest of the reader throughout. Literary writing uses structure as well as vocabulary for a range of imaginative effects, and non-literary writing is coherent, reasoned and persuasive. A variety of grammatical constructions and punctuation is used accurately and appropriately and with sensitivity. Paragraphs are well constructed and linked in order to clarify the organisation of the writing as a whole. Work is legible and well presented. |



Range of experiences

Learners should be given opportunities to:

- orally rehearse for writing
- respond orally to continuous and non-continuous texts
- see and hear different people talk, including successful speakers and people with different dialects, and respond to what is being seen and heard
- increase their confidence in language use by drawing on their knowledge of English (including standard English), Welsh and other languages
- respond orally to a variety of stimuli and ideas, including written and dynamic texts, *e.g. paintings, music, film, still and moving images*
- communicate for a range of purposes, *e.g. recount and present information, instruct, argue and explain a point of view, discuss an issue, persuade, question and explore interpretations, convey feelings*
- speak and listen individually, in pairs, in groups and as members of a class
- use a variety of methods to present ideas, including ICT, dramatic approaches, discussion and debate
- present, talk and perform in formal and informal contexts and for a variety of audiences including teachers, peers, younger/older learners, familiar and unfamiliar adults
- engage in activities that focus on words, their derivation, meanings, choice and impact
- listen and view attentively, responding to a wide range of communication, *e.g. written and dynamic texts, theatre and poetry performance, visiting speakers, explanations, instructions*
- speak clearly, using intonation and emphasis appropriately, *e.g. recitation, oral storytelling*
- use appropriate vocabulary suitable for the situation or purpose
- use appropriate vocabulary and terminology to discuss, consider and evaluate their own work and that of others, *e.g. authors, peers.*

Learners should experience a language-rich environment across the key stage where oracy, reading and writing experiences are connected.

The programmes of study for English and Welsh have been developed side by side. Learners can use translingual and dual literacy skills to develop both languages so that a strength in one language reinforces the other.

Key

Within the table, text taken from the LNF will appear as normal text. Text that is a specific English Programme of Study skill will appear as bold. These skills are further identified by the following icon.

Programme of study skill ❖ When combined with the LNF statements, these skills form the Key Stage 3 English Programme of Study.

N.B.

In order to comply with accessibility and legibility, these tables have been designed to be printed at their optimum size of A3.

Key Stage 3 English Programme of Study

Strand: Oracy



| Elements | Aspects | Year 7 | Year 8 | Year 9 |
|---|-----------|--|--|--|
| | | Learners are able to: | Learners are able to: | Learners are able to: |
| Developing and presenting information and ideas | Speaking | present topics and ideas clearly, using formal language and varying what they say and how they say it to interest listeners, e.g. expression, tone of voice, volume | present topics and ideas coherently, using techniques effectively, e.g. a clear structure, anecdote to illustrate, plausible conclusions | present ideas and issues convincingly using a range of techniques for impact, e.g. rhetorical questions, appeals to listeners, gestures |
| | | respond to listeners' questions and comments constructively and in detail | respond to others' views positively and appropriately when challenged | respond to how listeners are reacting by adapting what they say and how they say it |
| | | extend their understanding of the use of standard English and their ability to recognise and use formal and informal language appropriately ❖ | extend their understanding of the use of standard and non-standard English and, with increasing confidence, use language appropriately in formal and informal situations ❖ | extend their understanding of the use of standard and non-standard English and confidently use language appropriately and fluently in formal and informal situations ❖ |
| | | develop the ability to organise and extend their talk using an increasing range of syntax structures and precise and effective vocabulary (including terminology) that allows them to engage listener interest ❖ | organise and extend their spoken language using a wide range of syntax structures and precise and effective vocabulary (including terminology), making significant, well-thought-out contributions to engage listener interest ❖ | confidently organise and extend their spoken language using a wide range of syntax structures and precise and effective vocabulary (including terminology), making significant, well-thought-out contributions to engage listener interest ❖ |
| | | argue a convincing case using subject knowledge effectively, e.g. in role or debate | defend a point of view with information and reasons, e.g. in role or debate | sustain a convincing point of view, anticipating and responding to other perspectives, e.g. in role or debate |
| | Listening | respond thoughtfully to others' ideas, asking pertinent questions | respond positively and thoughtfully to new ideas and alternative points of view | consider the relevance and significance of information and ideas presented to them |
| | | listen to explanations of processes, sequences or points of view and identify the main points in order | listen to information and ideas (on-screen or live) and identify how evidence is used, e.g. to defend a point of view, or misused, e.g. to mislead by exaggeration | listen to information and ideas and identify how they are presented to promote a particular view point, e.g. use of persuasive language, ignoring inconvenient facts, reaching illogical conclusions |

Key Stage 3 English Programme of Study

Strand: Oracy



| Elements | Aspects | Year 7 | Year 8 | Year 9 |
|---|------------------------------|--|--|--|
| | | Learners are able to: | Learners are able to: | Learners are able to: |
| Developing and presenting information and ideas | Collaboration and discussion | make a range of contributions to discussions, e.g. leading, encouraging and supporting others | take a range of roles, e.g. organising, initiating actions, in more formal group contexts, e.g. when working with unfamiliar peers or adults | take a range of roles in group discussion with greater autonomy, including in more formal situations, e.g. chair, scribe |
| | | express opinions clearly about topics and written texts, supporting with reasons and some evidence ❖ | express opinions clearly about topics and written texts, reasoning and supporting with relevant evidence ❖ | express opinions confidently about topics and written texts, reasoning and supporting their own and others' ideas with relevant evidence ❖ |
| | | reach consensus and agree actions in groups, e.g. agreeing a plan, weighing up reasons and evidence. | discuss opposing viewpoints and negotiate ways forward. | recognise a range of options for action and reach agreement to achieve the aims of the group. |



Strand: Reading

Range of experiences

Learners should be given opportunities to:

- read a wide range of continuous and non-continuous texts, in printed and dynamic format, as a basis for oral and written responses. These should include:
 - extracts and complete texts
 - information and reference texts
 - traditional and contemporary poetry and prose
 - classic children’s fiction and poetry
 - graphic novels
 - drama, including Shakespeare, and drama in performance
 - texts written by Welsh authors, texts with a Welsh dimension and texts from other cultures
 - texts that have challenging subject matter, which broadens perspectives and extends thinking
 - texts with a variety of structures, forms, purposes, intended audiences and presentational devices
 - texts that demonstrate quality and variety in language use
 - texts that reflect individual choice of reading matter
 - texts with a variety of social, historical and cultural contexts
 - texts that extend learners’ intellectual, moral and emotional understanding
 - texts with a variety of tone, *e.g. irony, parody, word play, innuendo and satire*
 - texts that show the evolving nature of the English language including the impact of technology and the media on language use and forms of communication
 - texts that present challenge
- read individually and collaboratively, *e.g. paired reading, guided group reading, shared reading*
- read for different purposes, *e.g. for personal pleasure; to retrieve, summarise and synthesise key information; to interpret and integrate information; to verify information; to deepen understanding through re-reading; to identify language devices used by the writer in order to analyse purpose; to identify alternative readings of a text*
- develop appropriate vocabulary and terminology to discuss, consider and evaluate their own work and that of others, *e.g. authors, poets, peers*, in written and dynamic texts.

Learners should experience a language-rich environment where oracy, reading and writing experiences are connected to ensure that they become enthusiastic, independent and reflective readers.

The programmes of study for English and Welsh have been developed side by side. Learners can use translingual and dual literacy skills to develop both languages so that a strength in one language reinforces the other.

Key

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Key Stage 3 English Programme of Study



Strand: Reading

| Elements | Aspects | Year 7 | Year 8 | Year 9 |
|---|--------------------|--|--|--|
| | | Learners are able to: | Learners are able to: | Learners are able to: |
| Locating, selecting and using information | Reading strategies | use their knowledge of: <ul style="list-style-type: none">word roots and familiesgrammar, sentence and whole-text structurecontent and context to make sense of words, sentences and whole texts | use their knowledge of: <ul style="list-style-type: none">word roots and familiesgrammar, sentence and whole-text structurecontent and context to make sense of words, sentences and whole texts | use their knowledge of: <ul style="list-style-type: none">word roots and familiesgrammar, sentence and whole-text structurecontent and context to make sense of words, sentences and whole texts |
| | | use a range of strategies, e.g. <i>speed reading, close reading, annotation, prediction</i> , to skim texts for gist, key ideas and themes, and scan for detailed information | use a range of strategies, e.g. <i>speed reading, close reading, annotation, prediction</i> , to skim texts for gist, key ideas and themes, and scan for detailed information | use a range of strategies, e.g. <i>speed reading, close reading, annotation, prediction</i> , to skim texts for gist, key ideas and themes, and scan for detailed information |
| | | recognise and understand the characteristics of a wide range of different and challenging texts (continuous and non-continuous) in terms of language, theme, structure and organisation/presentation ❖ | confidently recognise and understand the characteristics of a wide range of different and challenging texts (continuous and non-continuous) in terms of language, theme, structure and organisation/presentation ❖ | independently recognise and understand the characteristics of a wide range of different and challenging texts (continuous and non-continuous) in terms of language, theme, structure and organisation/presentation ❖ |
| | | assess the quality and reliability of information on web pages, considering its origins and verifying accuracy | be selective about which internet sources to download or quote depending on their reliability and relevance | make full but selective use of the internet to update, broaden and deepen understanding of information, ideas and issues |
| Responding to what has been read | Comprehension | read with concentration texts, on-screen and on paper, that are new to them, and understand the information in them | read with concentration texts, on-screen and on paper, that are new to them, and understand the information in them | read with concentration texts, on-screen and on paper, that are new to them, and understand the information in them |
| | | select the main points from texts and identify how information and evidence are used to support them | locate and selectively use additional information and evidence from different sources | follow up and use additional material in texts to extend understanding |
| | | read between the lines using inference and deduction | use inference and deduction to understand layers of meaning | gain a full understanding of texts using inference, deduction and analysis |
| | | identify how a text is organised, e.g. <i>logically or thematically</i> , to make the content clear and informative | make connections between texts, their themes and factual content, and identify any agreement and contradictions | compare and contrast themes and issues across a range of texts |
| | | follow up initial ideas that interest them by further research | read around a topic that interests them and develop a broader understanding of it through research | research a wide range of sources to develop a full understanding of a topic or issue |

Key Stage 3 English Programme of Study



Strand: Reading

| Elements | Aspects | Year 7 | Year 8 | Year 9 |
|----------------------------------|-----------------------|---|---|--|
| | | Learners are able to: | Learners are able to: | Learners are able to: |
| Responding to what has been read | Comprehension | identify and comment on the similarities and differences between continuous and/or non-continuous texts, e.g. <i>in terms of theme/topic, language, technique, structure, form, character</i> ❖ | analyse the similarities and differences between continuous and/or non-continuous texts, e.g. <i>in terms of theme/topic, language, technique, structure, form, character</i> ❖ | make careful comparisons between continuous and/or non-continuous texts, e.g. <i>in terms of theme/topic, language, techniques, structure, form, character</i> ❖ |
| | Response and analysis | collate and summarise relevant information, e.g. <i>pull together and sum up facts and ideas about an issue</i> , from different texts | summarise and synthesise information, e.g. <i>concise account of a broad topic</i> , using different sources | synthesise and analyse information to gain in-depth understanding, e.g. <i>of causes, consequences, patterns</i> , using different sources |
| | | distinguish between facts, theories and opinions and use evidence to show the differences | distinguish between bias and objectivity and explain how they are different | distinguish between facts/evidence and bias/argument |
| | | compare views of the same topic and consider which is most valid | identify different views of a topic and any areas of agreement and contradiction | identify different interpretations of facts and information and evaluate their relative merits |
| | | confidently read and discuss a range of continuous and non-continuous texts, showing understanding and engagement through a personal and justified response ❖ | confidently read and discuss a wide range of continuous and non-continuous texts, showing understanding and engagement through a personal and justified response ❖ | confidently read and discuss a wide range of continuous and non-continuous texts, showing appreciation through personal and sustained interpretations ❖ |
| | | consider what they read/view, responding orally and in writing to the ideas, language, style, tone and organisation; use evidence to support their views ❖ | consider what they read/view and respond orally and in writing to the ideas, language, style, tone and organisation; use apt evidence to support their views ❖ | consider what they read/view, and respond orally and in writing to ideas, language, style, tone and organisation; use convincing evidence to support their personal and critical views ❖ |
| | | identify how texts change when they are adapted for different media and audiences and begin to consider the intended effect upon the reader/audience ❖ | consider how texts change when they are adapted for different media and audiences and discuss the intended effect on the reader/audience ❖ | consider how texts are adapted for different media, analysing the purpose and intended effect on the reader/audience, e.g. <i>the novel and film version of The Boy in the Striped Pyjamas</i> ❖ |
| | | evaluate the content, presentation and appeal of a text. | evaluate texts in terms of quality and level of interest. | evaluate the usefulness and reliability of texts. |



Strand: Writing

Range of experiences

Learners should be given opportunities to:

- write for a variety of purposes, including to:
 - recount
 - instruct
 - inform
 - explain
 - argue/persuade
 - discuss/analyse
 - evaluate
 - narrate
 - describe
 - empathise
- write in a range of continuous and non-continuous texts in a variety of forms, *e.g. letters, diaries, articles, stories, reports, speeches, short plays and scripts, leaflets, advertisements, posters, web pages, questionnaires, reviews, soliloquies*
- write for a range of authentic audiences, real or imagined, *e.g. peers, younger learners, teachers, family members, historical and fictional characters*
- produce poetic writing, using imagery and poetic devices, *e.g. rhyme and form*
- use a wide range of written and dynamic stimuli, *e.g. stories, picture books, images, poems, experiences, film, paintings, music*
- use appropriate vocabulary and terminology to discuss, consider and evaluate their own work and that of others, *e.g. authors, peers.*

Learners should experience a language-rich environment where oracy, reading and writing experiences are connected.

The programmes of study for English and Welsh have been developed side by side. Learners can use translingual and dual literacy skills to develop both languages so that a strength in one language reinforces the other.

Key

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Key Stage 3 English Programme of Study



Strand: Writing

| Elements | Aspects | Year 7 | Year 8 | Year 9 |
|----------------------------------|----------------------------|--|--|--|
| | | Learners are able to: | Learners are able to: | Learners are able to: |
| Organising ideas and information | Meaning, purposes, readers | write a comprehensive account of a topic presenting information, processes and ideas clearly and appropriately for the purpose | adapt presentation of material according to intended meaning and effect, <i>e.g. choice of how much detail needed to be convincing</i> | use summary, discussion of issues, detailed explanations as appropriate to purpose |
| | | use the characteristic features of a wide range of continuous and non-continuous texts creatively in their own writing, adapting style and tone to sustain the readers' interest, using imagination where appropriate ❖ | use the characteristic features of a wide range of continuous and non-continuous texts creatively in their own writing, adapting style and tone confidently to sustain the readers' interest, using imagination where appropriate ❖ | use the characteristic features of a wide range of continuous and non-continuous texts creatively in their own writing showing control, coherence and a growing sense of personal style to sustain the readers' interest, using imagination where appropriate ❖ |
| | | explain ideas fully, showing implications and consequences | make connections and/or elaborate to ensure full coverage of topic | give due weight to evidence, sources, explanations and logic when covering a topic |
| | | plan writing making choices about the best ways to present content for effect, <i>e.g. building a case for something, selecting details that help the reader understand</i> | in planning writing make choices about content, structure, language, presentation to suit the purpose | plan appropriately to develop writing for different purposes and audiences |
| | | use the tools and conventions of ICT to present information and data and to structure writing | choose the best ways to present writing using ICT in order to communicate clearly and effectively, <i>e.g. continuous prose for a detailed argument, hyperlinked pages for different information on a topic, moving graphics to show processes</i> | make imaginative choices about content and presentation of writing, using ICT with discrimination |
| | | proofread and evaluate their own work and that of others using a range of peer- and self-assessment strategies; make clear recommendations for improvement; edit/redraft to show progression ❖ | proofread and evaluate their own work and that of others using a range of peer- and self-assessment strategies; make clear and astute recommendations for improvement; edit/redraft to show progression ❖ | proofread and evaluate their own work and that of others using a range of peer- and self-assessment strategies; make clear and astute recommendations for improvement; edit/redraft to show progression ❖ |
| | | identify areas for improvement in their writing, edit and redraft | use criteria to identify ways to improve and then redraft | improve writing through independent review and redrafting |
| | Structure and organisation | adapt structures in writing for different contexts, <i>e.g. describe outcome, outline process or discuss an issue</i> | use whole-text structure to support and communicate meaning, <i>e.g. putting a summary at beginning or end, data in a report or appendix, use of contents page, chapters</i> | choose and use whole-text structures to support meaning and communication for effect, <i>e.g. what are the best structures to successfully describe, explain, persuade?</i> |

Key Stage 3 English Programme of Study

Strand: Writing



| Elements | Aspects | Year 7 | Year 8 | Year 9 |
|----------------------------------|---|---|--|---|
| | | Learners are able to: | Learners are able to: | Learners are able to: |
| Organising ideas and information | Structure and organisation | select and organise ideas and information to give a clear and full account | select, analyse and present ideas and information convincingly or objectively | select structures to organise writing using appropriate features effectively |
| | | use paragraphs to organise longer pieces of writing into sections | organise longer pieces of writing making links within and between paragraphs | select, interpret and evaluate ideas and information convincingly or objectively |
| | | | | use paragraphs and sections to give coherence to longer pieces of writing |
| Writing accurately | Language | select and use words carefully from a wide range of adventurous and imaginative vocabulary ❖ | select and use words carefully from a varied vocabulary to create effect ❖ | select and use words carefully from a sophisticated vocabulary to create effect ❖ |
| | | use impersonal language to convey ideas and information, e.g. <i>the interest is calculated by ...</i> , <i>sharp scissors are necessary to ...</i> | use the third person to convey ideas and information, e.g. <i>according to experts ...</i> , <i>sources reveal that ...</i> | use language to convey objectivity and impartiality, e.g. <i>there are several different ways to look at this topic ...</i> |
| | | use varied and appropriate vocabulary accurately, including subject-specific words and phrases | use technical terms, language and expression consistent with the subject content | use a wide range of technical terms, language and expression consistent with the subject content |
| | Grammar Punctuation Spelling Handwriting | craft their writing by using the standard forms of English, e.g. <i>nouns, pronouns, adjectives, adverbs, prepositions, connectives and verb tenses</i> ❖ | craft their writing, confidently using the standard forms of English, e.g. <i>nouns, pronouns, adjectives, adverbs, prepositions, connectives and verb tenses</i> ❖ | craft their writing, confidently using the standard forms of English e.g. <i>nouns, pronouns, adjectives, adverbs, prepositions, connectives and verb tenses</i> ❖ |
| | | use a wide range of sentence structures choosing connectives to make meaning clear | write with grammatical accuracy, varying the length and structure of sentences to make meaning clear | write simple, compound and complex sentences with grammatical accuracy in their writing |
| | | use the full range of punctuation accurately to clarify meaning, e.g. <i>demarcating sentences (full stops) and clauses (commas), and using apostrophes correctly</i> | use the full range of punctuation in order to clarify meaning, e.g. <i>semicolons, colons, quotation marks</i> | use the full range of punctuation in order to clarify meaning, e.g. <i>semicolons, colons and parentheses</i> |
| | | use a variety of strategies and resources to spell familiar and unfamiliar vocabulary and subject-specific words correctly | use a variety of strategies and resources to spell familiar and unfamiliar vocabulary and subject-specific words correctly | use a variety of strategies and resources to spell familiar and unfamiliar vocabulary and subject-specific words correctly |
| | | produce fluent and legible handwriting. | produce fluent and legible handwriting. | produce fluent and legible handwriting. |
| | | | | |
| | | | | |
| | | | | |

Key Stage 3 English

National curriculum outcomes

The national curriculum outcomes describe the types and range of performance that learners working at a particular outcome should characteristically demonstrate. In deciding on a learner’s outcome of attainment at the end of a key stage, teachers should judge which description best fits the learner’s performance. Each description should be considered in conjunction with the descriptions for adjacent outcomes.

Oracy

- Outcome 1** Learners understand and use objects of reference, symbols, signs or single words for familiar objects, events and feelings. They respond to simple requests which contain one or two key symbols, signs or words in familiar contexts.
- Outcome 2** Learners combine two or three key symbols, signs or words to communicate meaning to a range of familiar people. They respond to simple questions (‘what?’, ‘where?’) and follow instructions containing two or three key symbols, signs, words.
- Outcome 3** Learners use up to four key symbols, signs, words to organise their thinking and communicate information or stories to others – including some who are less familiar. They ask and answer questions (‘who?’, ‘why?’) and follow instructions which contain three or four key symbols, signs or words. They take part in one-to-one and small group discussions, and role play and listen to stories for increasing periods of time.

Reading

- Outcome 1** Learners listen and respond to familiar stories and rhymes. They show some understanding of how books work (e.g. turning pages). They match objects to pictures and symbols.
- Outcome 2** Learners recognise symbols or words linked to their personal interests and begin to distinguish between these and pictures. They match letters and short words.
- Outcome 3** Learners follow a left-right sequence, join in rhymes and fill in gaps in familiar or repetitive narrative text. They recognise some letters of the alphabet (by shape, name or sound) and a growing number of everyday words and symbols. They understand the conventions of reading and know that print carries meaning. They begin to discriminate between distinctive sounds and may link these to letter patterns.

Writing

- Outcome 1** Learners begin to understand that marks and symbols convey meaning. They make marks or symbols in their preferred mode of communication.
- Outcome 2** Learners produce some meaningful print or symbols linked to their own interests. They trace, overwrite, then copy lines and shapes and begin to produce recognisable letters or symbols often linked to their own name.
- Outcome 3** Learners group letters and leave spaces between them, as though writing words. They begin to use pictures, symbols and familiar words in sequence to communicate meaning and show a growing awareness of the different purposes of writing. They write a few familiar words, usually using upper- and lower-case letters appropriately.

National curriculum level descriptions

The following level descriptions describe the types and range of performance that learners working at a particular level should characteristically demonstrate. In deciding on a learner’s level of attainment at the end of a key stage, teachers should judge which description best fits the learner’s performance. Each description should be considered in conjunction with the descriptions for adjacent levels.

By the end of Key Stage 2, the performance of the great majority of learners is likely to be within the range of Levels 3 to 6, and by the end of Key Stage 3 within the range 4 to 7. Level 8 is available for very able learners and, to help teachers differentiate Exceptional Performance at Key Stage 3, a description above Level 8 is provided.

Attainment target 1: Oracy



| | |
|-------------------------|---|
| Level 1 | Learners talk about matters of immediate interest. They listen to others and usually respond appropriately. They convey simple meanings to a range of listeners, speaking audibly, and begin to extend their ideas or accounts by providing some detail. |
| Level 2 | Learners begin to show confidence in talking and listening, particularly where the topics interest them. On occasions, they show awareness of the needs of the listener by including relevant detail. In developing and explaining their ideas they speak clearly and use a growing vocabulary. They usually listen carefully and respond with increasing appropriateness to what others say. They are beginning to be aware that in some situations a more formal vocabulary and tone of voice are used. |
| Level 3 | Learners talk and listen confidently in different contexts, exploring and communicating ideas. In discussion, they show understanding of the main points. Through relevant comments and questions, they show they have listened carefully. They begin to adapt what they say to the needs of the listener, varying the use of vocabulary and the level of detail. They express an opinion simply. They are beginning to be aware of standard forms and when they are used. |
| Level 4 | Learners talk and listen with confidence in an increasing range of contexts. Their talk is adapted to the purpose: developing and organising ideas thoughtfully, describing events and conveying their opinions clearly, including reasons occasionally. In discussion, they listen carefully, making contributions and asking questions that are responsive to others' ideas, needs and views. They can suggest changes in vocabulary and style which would improve talk. They use appropriately some of the features of standard English vocabulary and grammar. |
| Level 5 | Learners talk and listen confidently in a wide range of contexts, including some that are of a formal nature. Their talk engages the interest of the listener as they begin to vary their expression and vocabulary. In discussion, they pay close attention to what others say, ask questions to develop ideas and make contributions that take account of others' views. They develop their talk purposefully and when expressing opinions they provide reasons to support their views. They are able to evaluate talk and understand how changes in vocabulary and style can improve its quality. They begin to use standard English in formal situations. |
| Level 6 | Learners adapt their talk to the demands of different contexts with growing confidence. By varying their vocabulary, expression and tone, they engage the interest of the listener. They take an active part in discussion, using evidence to support their views. They show understanding of ideas and consider how and when to respond to others. They express opinions and can use evidence to support their views. They are able to evaluate their own and others' performance as speakers and can suggest ways to improve. They are usually fluent in their use of standard English in formal situations. |
| Level 7 | Learners are confident in the demands of matching their talk to different contexts. They use vocabulary precisely and organise their talk to communicate clearly. They express opinions and select evidence to support their views. In discussion, they make significant, sensitive and thoughtful contributions, evaluating others' ideas and varying how and when they participate. They are able to evaluate the quality of participation and performance and make salient points about ways to improve. They show confident use of standard English in situations that require it. |
| Level 8 | Learners maintain and develop their talk coherently and purposefully in a range of contexts. They structure what they say clearly, using apt vocabulary and appropriate intonation and emphasis. They consider information from various sources and use evidence in a balanced way to justify opinion. They make a range of contributions and are able to take a leading role, showing that they have listened perceptively and are sensitive to the development of discussion. They are able to evaluate, adapt and improve talk through insightful comment and response to their own and others' participation and performance. They show confident use of standard English in a range of situations, adapting their talk as necessary. |
| Exceptional Performance | Learners select and use structures, styles and registers appropriately in a range of contexts, varying their vocabulary and expression confidently for a range of purposes. They initiate and sustain discussion through the sensitive use of a variety of contributions. They take a leading role in discussion and listen with concentration and understanding to varied and complex speech. They are able to recognise and evaluate features of talk and make sensitive and discerning suggestions about how to improve. They show assured and fluent use of standard English in a range of situations and for a variety of purposes. |



Attainment target 2: Reading

| | |
|-------------------------|--|
| Level 1 | Learners recognise familiar words in simple texts. They use their knowledge of letters and sound–symbol relationships in order to read words and to establish meaning when reading aloud. In these activities they sometimes require support. They express their response to poems, stories and non-literary texts by identifying aspects they like. |
| Level 2 | Learners’ reading of simple texts shows understanding and is generally accurate. They express opinions about major events or ideas in stories, poems and non-literary texts. They use more than one strategy, such as phonic, graphic, syntactic and contextual, in reading unfamiliar words and establishing meaning. |
| Level 3 | Learners read a range of texts fluently and accurately. They can use appropriate strategies in order to read independently and establish meaning. In responding to literary and non-literary texts they show understanding of the main points and express preferences. They use their knowledge of the alphabet to locate books and find information. |
| Level 4 | In responding to a range of texts, learners show understanding of significant ideas, themes, events and characters, and are beginning to use inference and deduction. They refer to the text when explaining their views. They locate and use ideas and information on a specific topic from more than one source, and use them effectively. |
| Level 5 | Learners show understanding of a wide range of texts, selecting essential points and using inference and deduction where appropriate. In their responses, they identify key features, themes and characters, and select relevant words, phrases, sentences, images and other information to support their views. They retrieve and collate information from a range of sources. |
| Level 6 | In reading and discussing a wide range of texts, learners select relevant words, phrases and information in order to comment on their significance and effect. They are able to identify different layers of meaning in text. They give personal responses to both literary and non-literary texts, referring to aspects of language, structure, themes, images and ideas in justifying their views. They summarise a range of information from different sources. |
| Level 7 | Learners show understanding of the ways in which meaning and information are conveyed in a range of texts. They articulate personal and critical responses to literary and non-literary texts, showing awareness of their thematic, structural, linguistic and visual features. They select and synthesise a range of information from a variety of sources. |
| Level 8 | Learners’ response is shown in their appreciation of and comment on a range of texts. They analyse and evaluate how particular effects are achieved through the use of linguistic, structural and presentational devices. They select, analyse and synthesise information and ideas, commenting on the ways in which they are presented in different texts. |
| Exceptional Performance | Learners confidently sustain their responses to a demanding range of texts, developing their ideas and referring in detail to aspects of language, structure and presentation. They make apt and careful comparison between texts, including consideration of audience, purpose and form. They identify and analyse argument, opinion and alternative interpretations, making cross-references where appropriate. |

Key Stage 3 English

Attainment target 3: Writing



| | |
|--------------------------------|---|
| Level 1 | Learners' writing communicates meaning through simple words and phrases. In their reading or their writing, they begin to show awareness of how full stops are used. Letters are usually clearly shaped and correctly orientated. |
| Level 2 | Learners' writing communicates meaning in both creative and factual forms, using appropriate and interesting vocabulary, and showing some awareness of form and the reader. Ideas are developed in a sequence of sentences, sometimes demarcated by capital letters and full stops. Simple, monosyllabic words are usually spelled correctly, and where there are inaccuracies the alternative is phonetically plausible. In handwriting, letters are accurately formed and consistent in size. |
| Level 3 | Learners' writing is often organised, imaginative and clear. The main features of different forms of writing are used appropriately, beginning to be adapted to different readers. Sequences of sentences are used to develop ideas and words are sometimes chosen for variety and interest. The basic grammatical structure of sentences is usually correct. Spelling is usually accurate, including that of common, polysyllabic words. Punctuation to mark sentences – full stops, capital letters and question marks – is used accurately. Handwriting is legible and work is appropriately presented. |
| Level 4 | Learners' writing in a range of forms is lively. Ideas are often sustained and developed in interesting ways and organised appropriately for the purpose and reader. Opinions are stated and supported with some reasons given. Vocabulary choices are often adventurous and words are sometimes used for effect. They are beginning to extend meaning and use different sentence structures. They organise their writing into paragraphs. Spelling conforms to regular patterns and is generally accurate. Full stops, capital letters and question marks are used accurately and they are beginning to use punctuation within the sentence, including inverted commas for speech. Handwriting is clear and legible and, where appropriate, presentation is adapted according to the task. |
| Level 5 | Learners' writing is varied and interesting, conveying meaning clearly in a range of forms for different readers, using a more formal style where appropriate. They express opinions, supported by reasons. Vocabulary choices are imaginative and words are often used precisely. Simple and complex sentences are organised into paragraphs. Words with complex regular patterns are usually spelled correctly. A range of punctuation is generally used accurately. Work is legible and well presented. |
| Level 6 | Learners' writing often engages and sustains the reader's interest. They show some adaptation of style and register to different forms, including using an impersonal style where appropriate. They present information for various purposes and express opinions, developing some points in support of a point of view. They use a range of sentence structures and varied vocabulary to create effects. Spelling is generally accurate, including that of irregular words. A range of punctuation is usually used correctly to clarify meaning. Ideas are organised into effective paragraphs. Work is legible and well presented. |
| Level 7 | Learners' writing is confident and shows appropriate choices of style in a range of forms. Writing is coherent, sustained and developed. In literary writing, characters and settings are developed and, in non-literary writing, ideas are organised and coherent. They sustain arguments and offer convincing evidence in support of their views. A range of sentence structures and vocabulary are accurately and effectively used. Spelling is correct, including that of complex irregular words. Paragraphing and correct punctuation are used for clarity and effect. Work is legible and well presented. |
| Level 8 | Learners' writing shows the selection of specific features or expressions to convey particular effects and to interest the reader. Flair and originality is evident within their written work. Literary writing shows control of characters, events and settings and shows variety in structure. Non-literary writing is coherent and gives clear points of view. They structure their arguments, offering evidence consistently. The use of vocabulary and grammar enables fine distinctions to be made or emphasis achieved. Writing shows a clear grasp of the effective use of punctuation and paragraphing. Work is legible and well presented. |
| Exceptional Performance | Learners' writing has shape and impact and shows control of a range of styles, maintaining the interest of the reader throughout. Literary writing uses structure as well as vocabulary for a range of imaginative effects, and non-literary writing is coherent, reasoned and persuasive. A variety of grammatical constructions and punctuation is used accurately and appropriately and with sensitivity. Paragraphs are well constructed and linked in order to clarify the organisation of the writing as a whole. Work is legible and well presented. |



Range of experiences

Learners should be given opportunities to:

- orally rehearse for writing
- respond orally to continuous and non-continuous texts
- see and hear different people talk, including successful speakers and people with different dialects, and respond to what is being seen and heard
- increase their confidence in language use by drawing on their knowledge of English (including standard English), Welsh and other languages
- respond orally to a variety of stimuli and ideas, including written and dynamic texts, *e.g. paintings, music, film, still and moving images*
- communicate for a range of purposes, *e.g. recount and present information, instruct, argue and explain a point of view, discuss an issue, persuade, question and explore interpretations, convey feelings*
- speak and listen individually, in pairs, in groups and as members of a class
- use a variety of methods to present ideas, including ICT, dramatic approaches, discussion and debate
- present, talk and perform in formal and informal contexts and for a variety of audiences including teachers, peers, younger/older learners, familiar and unfamiliar adults
- engage in activities that focus on words, their derivation, meanings, choice and impact
- listen and view attentively, responding to a wide range of communication, *e.g. written and dynamic texts, theatre and poetry performance, visiting speakers, explanations, instructions*
- speak clearly, using intonation and emphasis appropriately, *e.g. recitation, oral storytelling*
- use appropriate vocabulary suitable for the situation or purpose
- use appropriate vocabulary and terminology to discuss, consider and evaluate their own work and that of others, *e.g. authors, peers.*

Learners should experience a language-rich environment across the key stage where oracy, reading and writing experiences are connected.

The programmes of study for English and Welsh have been developed side by side. Learners can use translingual and dual literacy skills to develop both languages so that a strength in one language reinforces the other.

Key

Within the table, text taken from the LNF will appear as normal text. Text that is a specific English Programme of Study skill will appear as bold. These skills are further identified by the following icon.

Programme of study skill ❖ When combined with the LNF statements, these skills form the Key Stage 4 English Programme of Study.

N.B.

In order to comply with accessibility and legibility, these tables have been designed to be printed at their optimum size of A3.

Key Stage 4 English Programme of Study

Strand: Oracy



| Elements | Aspects | ↔ | |
|---|-----------|--|--|
| | | Year 10 | Year 11 |
| Developing and presenting information and ideas | Speaking | Learners are able to: | Learners are able to: |
| | | present ideas and issues to meet the demands of different audiences | present ideas and issues to meet the demands of different audiences |
| | | speak fluently, using a range of techniques, expressions and gestures | speak fluently and confidently, using a range of techniques, expressions and gestures |
| | | confidently use formal language in a range of contexts | adapt their use of language for different purposes within a wide range of contexts |
| | | respond to how listeners react, and adapt their use of language for different contexts and purposes | respond confidently to how listeners react, adapting their language in a wide range of contexts and different purposes |
| | | sustain a convincing point of view, anticipating and responding to other perspectives, <i>e.g. in role or debate</i> | speak from a range of convincing perspectives to meet the demands of different situations, contexts and purposes |
| | | use formal and informal language, structuring their talk and non-verbal features to meet the demands of a range of contexts and purposes; make appropriate and effective use of standard English vocabulary and grammar ❖ | use formal and informal language, adapting their talk and non-verbal features to meet the demands of an increasing range of contexts and purposes; make controlled and effective use of standard English vocabulary and grammar ❖ |
| | | confidently organise and extend their spoken language using varied syntax and adventurous vocabulary precisely (including terminology) to make sustained, well-thought-out contributions that engage listener interest ❖ | confidently organise and extend their spoken language using varied syntax and adventurous vocabulary precisely (including terminology) to make sustained and considered contributions that engage listener interest ❖ |
| | | confidently explore challenging or contentious issues through sustained role play | confidently and consistently explore challenging or contentious issues through sustained role play |
| | Listening | respond to the ideas of others in thoughtful and considerate ways, seeking clarification through appropriate questioning | respond with confidence and sensitivity to the ideas of others in different situations, reflecting on information and ideas and asking relevant questions |
| | | listen to a range of information and ideas from different viewpoints, identifying how different speakers present specific points of view | listen to a range of information and ideas from different viewpoints, identifying how different speakers present specific points of view |

Key Stage 4 English Programme of Study



Strand: Oracy

| Elements | Aspects | Year 10 | Year 11 |
|---|------------------------------|--|--|
| | | Learners are able to: | Learners are able to: |
| Developing and presenting information and ideas | Collaboration and discussion | adapt talk in a range of roles, including in more formal situations, contexts and purposes, e.g. <i>speaking to larger audiences in a formal debate</i> | adapt talk in a range of roles with increasing confidence, including in more challenging and formal situations, contexts and purposes, e.g. <i>presenting a pitch to an external/unfamiliar audience</i> |
| | | develop and support their own and others' ideas with evidence; engage and respond in thoughtful ways to increasingly challenging topics and written texts ❖ | develop and support their own and others' ideas by reasoning; seek clarification and analyse others' responses to increasingly challenging topics and written texts ❖ |
| | | use a range of options and strategies to enable the group to progress and reach agreement. | use a range of options and strategies to enable the group to progress and reach consensus. |

Extension

Learners are able to:

- make a range of contributions to discussions in a wide range of contexts and in a range of formal and informal situations
- listen to complex information, giving relevant, cogent and engaging responses
- make effective presentations in a wide range of contexts, presenting complex information ideas and views persuasively
- independently fulfil the demands of a range of roles and move discussions forward skilfully
- confidently vary sentence structures and choose from a broad repertoire of vocabulary to express information and feelings in an engaging and creative manner.



Strand: Reading

Range of experiences

Learners should be given opportunities to:

- read a wide range of continuous and non-continuous texts, in printed and dynamic format, as a basis for oral and written responses. These should include:
 - extracts and complete texts
 - information and reference texts
 - traditional and contemporary poetry and prose
 - classic fiction and poetry
 - graphic novels
 - drama, including Shakespeare, and drama in performance
 - texts written by Welsh authors, texts with a Welsh dimension and texts from other cultures
 - texts that have challenging subject matter, which broaden perspectives and extend thinking
 - texts with a variety of structures, forms, purposes, intended audiences and presentational devices
 - texts that demonstrate quality and variety in language use
 - texts that reflect individual choice of reading matter
 - texts with a variety of social, historical and cultural contexts
 - texts that extend learners’ intellectual, moral and emotional understanding
 - texts with a variety of tone, *e.g. irony, parody, word play, innuendo and satire*
 - texts that show the evolving nature of the English language and the impact of technology and the media on language use and forms of communication
 - texts that present challenge
 - read individually and collaboratively, *e.g. paired reading, guided group reading, shared reading*
 - read for different purposes, *e.g. for personal pleasure; to retrieve, summarise and synthesise key information; to interpret and integrate information; to verify information; to deepen understanding through re-reading; to identify language devices used by the writer to analyse purpose; to identify alternative readings of a text*
 - develop appropriate vocabulary and terminology to discuss, consider and evaluate their own work and that of others, *e.g. authors, poets, peers*, in written and dynamic texts.
- Learners should experience a language-rich environment where oracy, reading and writing experiences are connected to ensure that they become enthusiastic, independent and reflective readers.**

The programmes of study for English and Welsh have been developed side by side. Learners can use translingual and dual literacy skills to develop both languages so that a strength in one language reinforces the other.

Key

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Key Stage 4 English Programme of Study



Strand: Reading

| Elements | Aspects | Year 10 | Year 11 |
|---|--------------------|--|---|
| | | Learners are able to: | Learners are able to: |
| Locating, selecting and using information | Reading strategies | use their knowledge of: <ul style="list-style-type: none">– word roots and families– grammar, sentence and whole-text structure– content and context to make sense of words, sentences and whole texts | use their knowledge of: <ul style="list-style-type: none">– word roots and families– grammar, sentence and whole-text structure– content and context to make sense of words, sentences and whole texts |
| | | use a range of strategies, e.g. <i>speed reading, close reading, annotation, prediction</i> , to skim texts for gist, key ideas and themes, and scan for detailed information, extracting and commenting on key ideas and themes | use a range of strategies, e.g. <i>speed reading, close reading, annotation, prediction</i> , to skim texts for gist, key ideas and themes, and scan for detailed information, extracting and commenting maturely on key ideas and themes |
| | | evaluate the characteristics of a wide range of challenging texts (continuous and non-continuous) in terms of language, theme, structure and organisation/presentation ❖ | confidently evaluate the characteristics of a wide range of challenging texts (continuous and non-continuous) in terms of language, theme, structure and organisation/presentation ❖ |
| | | use the internet to search selectively, assessing the reliability and significance of what they find | use the internet to search selectively, assessing the reliability, significance and accuracy of what they find |
| Responding to what has been read | Comprehension | read and analyse a range of unseen printed and multi-modal texts with concentration and independence | read and analyse a range of unseen printed and multi-modal texts with concentration and independence |
| | | analyse texts and subtexts, responding and conveying ideas clearly and appropriately | analyse and respond to texts and subtexts confidently, understanding and interpreting meaning |
| | | gain a full understanding of texts using inference, deduction and analysis, understanding how the context of the text may influence the reader | gain a full understanding of texts using inference, deduction and analysis, understanding how the context of the text may influence the reader |
| | | compare and contrast themes and issues across a range of texts and make text-to-text connections | compare and contrast themes and ideas in a range of texts confidently, exploring how they vary in purpose and effect |
| | | independently research a wide range of sources to develop a full understanding of an unfamiliar topic or issue | independently research a wide range of sources to develop a full understanding of an increasingly complex topic or issue |
| | | make careful comparisons and connections between continuous and/or non-continuous texts, e.g. through analysing theme/topic, language, technique, structure, form, character, intended effect on reader ❖ | make sustained comparisons and connections between continuous and/or non-continuous texts, e.g. through evaluating theme/topic, language, technique, structure, form, character, intended effect on reader ❖ |

Key Stage 4 English Programme of Study



Strand: Reading

| Elements | Aspects | Year 10 | Year 11 |
|----------------------------------|-----------------------|--|---|
| | | Learners are able to: | Learners are able to: |
| Responding to what has been read | Response and analysis | synthesise and analyse information to gain in-depth understanding from sources which may have conflicting views | synthesise and analyse information to gain a broad and balanced understanding from sources which may have conflicting views |
| | | understand and distinguish between facts/evidence and bias/argument, commenting on both obvious points and inferences | understand and explore in detail how texts may be interpreted differently, distinguishing between facts/evidence and bias/argument |
| | | comment on different interpretations of issues and ideas using the text to support opinions | explore in detail different interpretations of issues and ideas using the text to support opinions |
| | | engage with and respond critically to a wide range of continuous and non-continuous texts, showing creative and sustained interpretations ❖ | engage with and respond critically to a wide range of continuous and non-continuous texts showing imagination and originality in interpretations ❖ |
| | | consider what they read/view, responding orally and in writing to ideas, language and organisation/presentation, selecting textual detail to support and articulate their views ❖ | consider what they read/view, responding orally and in writing to ideas, language and organisation/presentation, selecting textual detail to support, articulate and justify their views ❖ |
| | | evaluate how texts are adapted for different media, carefully considering the purpose and intended effect on reader/audience, e.g. a <i>Shakespeare play</i> and <i>theatrical/film version</i> ❖ | evaluate how texts are adapted for different media, carefully and critically considering the purpose and intended effect on reader/audience ❖ |
| | | evaluate the purpose, impact and reliability of texts. | confidently evaluate the purpose, impact and reliability of texts. |

Extension

Learners are able to:

- select, analyse and evaluate information, ideas, opinions, purpose, implicit meaning and/or bias within a wide range of texts
- demonstrate a secure overview of challenging texts when gathering information, ideas, arguments and opinions for different purposes
- make cogent and critical responses and show originality in analysis and interpretation
- make assured and astute responses to key ideas and themes and use inference, deduction and analysis effectively
- summarise and synthesise information and ideas succinctly from different sources
- **respond personally, critically and persuasively to a variety of continuous and non-continuous texts, evaluating how details of language, grammar, structure and presentation engage and affect the reader** ❖
- **identify and discuss writers' perspectives in description, narration, exposition, argumentation and transactional texts, choosing apt quotations; make telling comparisons and cross references that illuminate purpose and meaning.** ❖



Strand: Writing

Range of experiences

Learners should be given opportunities to:

- write for a variety of purposes, including to:
 - recount
 - instruct
 - inform
 - explain
 - argue/persuade
 - discuss/analyse
 - evaluate
 - narrate
 - describe
 - empathise
- write in a range of continuous and non-continuous texts in a variety of forms, *e.g. letters, diaries, articles, stories, reports, speeches, plays, scripts, leaflets, advertisements, posters, web pages, questionnaires, reviews, soliloquies*
- write for a range of authentic audiences, real or imagined, *e.g. peers, younger learners, teachers, family members, historical and fictional characters*
- produce poetic writing, using imagery and poetic devices, *e.g. rhyme and form*
- use a wide range of written and dynamic stimuli, *e.g. stories, picture books, images, poems, experiences, film, paintings, music*
- use appropriate vocabulary and terminology to discuss, consider and evaluate their own work and that of others, *e.g. authors, peers.*

Learners should experience a language-rich environment where oracy, reading and writing experiences are connected.

The programmes of study for English and Welsh have been developed side by side. Learners can use translingual and dual literacy skills to develop both languages so that a strength in one language reinforces the other.

Key

Within the table, text taken from the LNF will appear as normal text. Text that is a specific English Programme of Study skill will appear as bold. These skills are further identified by the following icon.

Programme of study skill ❖ When combined with the LNF statements, these skills form the Key Stage 4 English Programme of Study.

N.B.

In order to comply with accessibility and legibility, these tables have been designed to be printed at their optimum size of A3.

Key Stage 4 English Programme of Study



Strand: Writing

| Elements | Aspects | Year 10 | Year 11 |
|----------------------------------|----------------------------|---|--|
| | | Learners are able to: | Learners are able to: |
| Organising ideas and information | Meaning, purposes, readers | write both extended pieces, which include detailed evidence and information, and shorter pieces which summarise concisely, showing clear awareness of the reader or intended audience and purpose for writing | write both extended pieces, which include detailed evidence and information, and shorter pieces which summarise concisely, confidently adapting style and form for the reader or intended audience and purpose for writing |
| | | show control, coherence and a sense of personal style when writing in continuous and non-continuous forms, e.g. use effective plot and character construction, pace, imagination and creativity, shape, detail and other devices, to achieve particular effects and firmly sustain the readers' interest ❖ | show control, coherence and originality of style when writing in continuous and non-continuous forms, e.g. use convincing character and plot development, pace, imagination and creativity, shape, detail and other devices, to achieve particular effects and firmly sustain the readers' interest ❖ |
| | | construct responses that connect and develop ideas to fully cover the topic | construct detailed responses confidently, connecting and developing ideas to ensure full coverage of topic |
| | | plan appropriately to develop writing for a range of different purposes and audiences | plan appropriately to develop writing for a challenging range of different purposes and audiences |
| | | use the tools and conventions of ICT creatively and appropriately to communicate effectively in a range of contexts | use the tools and conventions of ICT creatively and appropriately to communicate in a range of increasingly varied and challenging contexts |
| | | proofread their own work and the work of others with independence and confidence, editing carefully; use a wide range of peer- and self-assessment strategies to effectively evaluate and improve the text ❖ | proofread their own work and the work of others with independence and confidence, editing carefully; use a wide range of peer- and self-assessment strategies to effectively evaluate and improve the text ❖ |
| | | improve the content, structure and accuracy of their writing through independent review and editing | improve the content, structure and accuracy of their writing through independent review and editing |
| | Structure and organisation | write independently in an appropriate form with increasing confidence, ensuring content is organised, detailed and relevant, e.g. <i>how best to present opinions, information and explanations</i> | write independently in an appropriate form with confidence, ensuring content is organised, detailed and relevant, e.g. <i>to explain a process, convey an argument</i> |
| | | show clear awareness of different readers by selecting from a range of styles and structures, and adapting their use of language | show sustained awareness of different readers by selecting from a range of styles and structures, and adapting their use of language confidently |
| | | organise writing in an appropriate form, ensuring content is detailed within and between paragraphs or sections | organise writing in an appropriate form, ensuring content is detailed within and between paragraphs or sections, developing and sustaining ideas coherently |



Strand: Writing

| Elements | Aspects | Year 10 | Year 11 |
|--------------------|----------|--|---|
| | | Learners are able to: | Learners are able to: |
| Writing accurately | Language | use language to convey objectivity and impartiality, acknowledging that there may be more than one viewpoint, <i>e.g. arguably, it can be seen that ...</i> | convey objectivity and impartiality on complex topics using a range of linguistic devices |
| | | use a wide range of technical terms, appropriate vocabulary, and expression for different purposes and to create different effects, <i>e.g. to persuade, inform, entertain</i> | accurately use a wide range of technical terms, appropriate vocabulary, and expression to reflect the demands of the task and create different effects, <i>e.g. summarising an argument</i> |
| | | confidently and accurately use ambitious vocabulary to convey precise meaning and create deliberate effect ❖ | confidently and accurately use ambitious vocabulary to convey precise meaning and create deliberate effect ❖ |
| | | craft their writing; confidently use the standard forms of English, <i>e.g. nouns, pronouns, adjectives, adverbs, prepositions, connectives and verb tenses</i> ❖ | craft their writing; confidently use the standard forms of English, <i>e.g. nouns, pronouns, adjectives, adverbs, prepositions, connectives and verb tenses</i> ❖ |
| | | vary sentence structures to engage and sustain the readers' interest and write with grammatical accuracy | vary sentence structures to engage and sustain the readers' interest and write with grammatical accuracy |
| | | use the full range of punctuation in order to vary pace, clarify meaning, avoid ambiguity and create deliberate effects | use the full range of punctuation in order to vary pace, clarify meaning, avoid ambiguity and create deliberate effects |
| | | use a variety of strategies and resources to accurately spell an increasing range of familiar, unfamiliar and subject-specific words | use a variety of strategies and resources to accurately spell an increasing range of familiar, unfamiliar and subject-specific words |
| | | present their handwritten or on-screen work effectively, choosing form, images and graphics to enhance meaning. | present their handwritten or on-screen work effectively, choosing form, images and graphics to enhance meaning. |



Strand: Writing

Extension

Learners are able to:

- write showing confident, assured control of a range of forms and styles appropriate to task and purpose
- write in an engaging manner, holding the readers’ interest through logical argument, persuasive force or inspired originality
- use linguistic and structural features skilfully to sequence texts and achieve coherence
- write documents on complex subjects, concisely and clearly, logically and persuasively, including extended texts that communicate information, ideas and opinions effectively and persuasively
- use a wide range of accurate sentence structures to ensure clarity
- use an advanced vocabulary appropriately and with precision
- use correct grammar, punctuation and spelling
- **independently use a wide range of peer- and self-assessment strategies to effectively evaluate and improve their own work and that of others.** ❖